

Editorial

Interdisciplinary research combines different ways of studying to understand specific topics better. Our journal, "Interdisciplinary Research in Education," is delighted to release the second issue of the eighth volume. This edition advocates for educational systems to embrace interdisciplinary approaches, which is also emphasized by the Research Management Cell (RMC), Central Department of Education, Tribhuvan University, Nepal.

This issue includes fourteen original papers, which underwent rigorous reviews, highlighting the journal's commitment to contributing to interdisciplinary knowledge in education. Notably, six articles written in Nepali cover diverse subjects like sustainable economic development, educational policies from ancient texts, language learning assessment, emotional aspects in children's songs, philosophy's role in scientific development, and students' perceptions of examination systems.

Firstly, Min Raj Paudel, Bhanu Bhakta Pandey, and Rajendra Kumar Pokhrel focus on increasing the country's savings to promote sustainable economic development. Next, Janardan Ghimire discusses educational policies from Chanakya's Niti, a renowned Sanskrit literature, highlighting their importance. Similarly, Shiva Prasad Timalsena examines how students' language learning progress is evaluated and offers ideas for internal assessments in Nepali language teaching. In the fourth article, Keshav Raj Pokharel presents findings from studying the emotional aspects of Nepali children's songs and poems about 'Putali'. The fifth article by Kabi Prasad Pokhrel explores the foundational messages of the Vedas, Eastern philosophy, and Hindu philosophy, emphasizing their role in scientific and cosmic knowledge. Following this, Rajendra Khanal, Siddhi Bahadur Maharjan, and Isha Maharjan present students' perspectives on question papers under Tribhuvan University Faculty of Education's semester system.

Moreover, seven English-language articles explore various academic fields in education. These articles cover topics such as mathematics learning styles, abstract algebra problem-solving, comprehensive sexuality education for young people's health, ethnographic interviews, the appeal of Gurukuls for diverse students, supporting Nepal's disability sector, and the importance of education funding for a nation's progress. Ram Chandra Ghimire's study focuses on high and low-performing mathematics students, comparing their learning styles and strategies using four categories: readiness for learning, pre-existing knowledge of the topic, the learning process, and problem-solving. Abatar Subedi's article deals with abstract algebra, explaining a complex mathematical problem's solution and how such abstract concepts are taught with pedagogical perspectives. The ninth article, by Bhagwan Aryal, Anup Adhikari, and Romkanta Pokhrel, advocates for comprehensive sexuality education as a beneficial approach to address young people's health and wellbeing by teaching cognitive, emotional, physical, and social aspects of sexuality. Devi Prasad Bhattarai's contribution discusses ethnographic interviews, emphasizing the importance of mutual understanding among participants, differing from rigidly pre-planned interviews. Toya Nath Adhikari's article shares insights into students from diverse backgrounds being motivated to study at Gurukuls due to the welcoming environment and students' inner drive. Rabindra Shiwakoti's critical analysis in the twelfth article proposes policy changes to support Nepal's disability sector by establishing residential schools and personalized education plans. Dhruba Niure's article delves into the crucial prerequisites essential for establishing inclusive education for children with intellectual disabilities, emphasizing the foundational elements and necessary considerations required to create an educational environment that accommodates and supports the learning needs of these children. Finally,

Bishnu Maya Joshi argues in the thirteenth article that adequate education funding is vital for a nation's progress, highlighting the need for collaborative efforts among stakeholders to ensure quality education and access for all.

Acknowledging the variety of perspectives and approaches in education, there is a need for additional research and fresh, inventive ideas in both school and higher education domains. We eagerly anticipate valuable contributions from the education community in upcoming journal editions. These contributions should advocate for interdisciplinary methods to expand our understanding of knowledge. We anticipate that these interdisciplinary approaches will offer substantial benefits to educational policy makers, professionals, and researchers. Such approaches can significantly improve the quality and efficiency of teaching and learning methods, benefiting both school-level and higher education settings. The diverse knowledge gained from multidisciplinary research can play a pivotal role in enhancing educational practices and strategies across these educational levels.

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